**Lesson Plan Template**

*Plan for the Concept, Topic or Skill – Not for the Day*

**Teacher’s Name: Tom Toone**

**Subject: Health**

**Date: February 2017  
Topic/Unit: Nutrition - Blog Assignment**

**PART ONE: FOCUS OF LEARNING**

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| Key Learning: Students will be able to…   * Recall the 6 essential nutrients * Create their own blog on nutrition * Collaborate with other students throughout the blog assignment   **E -** Lesson Essential Question(s): What question will direct and focus the learning in the individual lesson?  What are the 6 essential nutrients?  What are the 3 macro-nutrients?  What are the 3 micro-nutrients?  How can blogs and technology in general improve your nutrition?  What is the importance of accountability with nutrition? |
| PA Core Standards:  10.1.6 C - Analyze nutritional concepts that impact health.  • caloric content of foods  • relationship of food intake and physical activity (energy output)  • nutrient requirements  • label reading  • healthful food selection |
| **PART TWO:** **PERFORMANCE TASK/ASSESSMENT** |
| Performance Task or Other Evidence *(What will students do or produce to show you they have accomplished the purpose of the lesson? How will you assess their work?):*  Students will create their own blog on “Kidblog.” They will then create 3 blog posts. The first blog post will include links to at least 3 other blogs on health/nutrition that they found interesting. The 2nd blog post will include 3 at least healthy recipes they found online. The 3rd blog post will discuss their experience with making one of the 3 recipes they found. Students will be assessed using the following rubric:   |  |  |  |  | | --- | --- | --- | --- | | **Points** | **1** | **3** | **5** | | Blog 1 | Blog post includes links to 0 or 1 other blogs on health/nutrition. | Blog post includes links to 2 other blogs on health/nutrition. | Blog post includes links to 3 other blogs on health/nutrition. | | Blog 2 | Blog post includes links to 0 or 1 healthy recipes. | Blog post includes links to 2 healthy recipes. | Blog post includes links to 3 healthy recipes. | | Blog 3 | Blog post includes very few details on making a healthy recipe. | Blog post includes some details on making a healthy recipe. | Blog post includes significant details and images on making a healthy recipe. | | Participation | Student comments on 0 - 2 classmates’ blogs throughout the project. | Student comments on 3-5 classmates’ blogs throughout the project. | Student comments on 6-8 classmates’ blogs throughout the project. | | Spelling/Grammar | 5+ spelling/grammar errors in blogs | 2-4 spelling/grammar errors in blogs | 0-1 spelling/grammar errors in blogs | |
| **PART THREE: LESSON DEVELOPMENT** |
| **A -** Activation *(How will you hook students at the beginning of the lesson and activate and/or build the necessary prior knowledge?):*  Students will answer a short-answer question using Poll Everywhere that is displayed on the board asking: “What do you know about blogs?” |
| Key Vocabulary *(What content-specific vocabulary will students need to know to make meaning of the learning in the lesson?):*  Blogs, Collaboration, Macronutrient, Micronutrient, Fats, Carbohydrates, Proteins, Vitamins, Minerals, Water |
| **T –** Teaching Strategies/Instructional Flow  **(Active Participation, Collaborative Pairs, Graphic Organizers, Writing)**  *(How will you provide instruction and/or specific learning experiences which lead the students to understanding the information necessary to respond to each formative assessment prompt (FAP)? What will be the sequence of these learning experiences? And how do you increase the rigor?)*:  Formative Assessment Prompts *(How will you check for understanding? This should match with your key learnings. What are the students going to do to show that they understand the key learnings?*  FAP #1: What are the 3 macronutrients and the 3 micronutrients?  FAP #2: How can technology help with your nutrition?  FAP #3: How can blogs be useful for living a healthy lifestyle? |
| **S –** Summarizing Strategies *(Learners summarize and answer LEQ- may be the same as performance task)*:  Students will discuss and write about their experience with creating their own blogs. |
| **PART FOUR: QUADRANT REFLECTION *( Rate this lesson by placing a check in the appropriate quadrant.)*** |
| *\*see SAP Learning Environments guide\**   |  |  |  |  | | --- | --- | --- | --- | | **Overall Rating of Rigor, Relevance, and Learner Engagement for Lesson** | | **Please check the overall quadrant rating** | | | **Quadrant A** | Teacher centered, student recall and comprehension, memorization, no application of learning | | X | | **Quadrant B** | Exemplary application, students working independently or in groups, interdisciplinary and real world | | | **Quadrant C** | Exemplary level thinking and reflection, summarizing, analyzing, student original work, school-based problems | | | **Quadrant D** | Challenging real-world problems, student design, creativity, original solutions, real-world products | | |